DOCUMENT RESUME

ED 239 931 SO 014 788

TITLE [Patriotism and the American Flag. Articles Compiled from Nine Issues of "Instructor" and "Grade Teacher Magazines.]
INSTITUTION San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE [83]
NOTE 28p.
PUB TYPE Journal Articles (080) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Activities; Drama; Elementary Education; Learning Activities; *Patriotism; Teaching Methods; *United States History
IDENTIFIERS *Flags; PF Project; *Pledge of Allegiance

ABSTRACT

Materials and activities for teaching about patriotism, the American flag, and the Pledge of Allegiance are offered in this compilation of articles taken from issues of "Grade Teacher" (Feb. 1952, Jun. 1954, Feb. 1958, Jun. 1960, Jun. 1962, Sep. 1971), and "Instructor" (Jun. 1962, Feb. 1975, Feb. 1983), magazines. The activities include learning about colonial life, the first patriots, America's black heritage, the 50 states, and local history. Ideas for role playing patriotic themes, a patriotic play about past presidents, and information about the campaign to restore the Statue of Liberty and Ellis Island are also given. Two articles contain ideas for teaching the history and the meaning of the Pledge of Allegiance, and two units on the study of the American flag are outlined. Further materials provide information on the history of the flag and proper flag ritual. A short play about the flag, two poems, and one song are also included in this compilation. (JH)

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[PATRIOTISM AND THE AMERICAN FLAG. ARTICLES COMPILED FROM NINE ISSUES OF "INSTRUCTOR" AND "GRADE TEACHER" MAGAZINES.]

Compiled by

The SMERC Information Center
San Mateo County Office of Education
Redwood City, California

SO 014 788

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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The first patriots

Sandy Zjawin

The first colonists who settled America possessed more courage and ingenuity than material finery. Yet, thanks to that courage and ingenuity, they and the generations after them transformed a wilderness into thriving farms, villages, and cities. In the process, these people developed a pride in their new homeland. Eventually, that pride grew into a strong patriotic spirit that turned the 13 British colonies into 13 independent, united states. Begin your salute to the red, white, and blue with these activities that look at our colonial beginnings and at some of the individuals who became the first patriots.

Colonial life

1. Have pupils draw a map of the 13 original colonies. Label important cities, rivers, harbors, and so on. Add to the map as you continue to study this period, including important events such as the Boston Tea Party, Paul Revere's ride, sites of major battles and winter camps like Valley Forge, and so on. Number each new addition and include a brief description of its significance beside the map.
2. Many colonists were farmers, but others were coopers, silversmiths, blacksmiths, bootmakers, wigmakers, printers, and so on. Have pupils find out more about these different trades including the kind of skills required for them, if these trades have modern equivalents, and if any famous colonists were involved in them. Compile the information into a class-made book.
3. Young people did not go to school to learn a trade in colonial days; instead, they worked alongside a practitioner of that trade as an *apprentice*. Have pupils read more about the life of an apprentice, then get some firsthand experience. Ask pupils to think of a skill they'd like to learn and of a person who might teach them. Then invite that individual to teach the class how to build a table, bake a loaf of bread, or whatever. Ask students to write a short essay about the experience of learning by doing.
4. Colonists depended upon the sun, candles, and a large fireplace for their sources of light. Discuss with the class how this dependence dictated the activities in a colonist's day. For example, a farmer would want to start work at dawn to make full use of daylight hours. In the evening, a whole family would gather around the fireplace to study, read, do mending, and other chores. Have pupils illustrate some of these scenes of colonial life.
5. Though ready-to-wear clothing could be purchased from England, only the wealthiest colonists could afford such garments. Most made their own clothing, often from cloth they wove on their own looms after spinning the rough fibers of linen or wool into threads on a spinning wheel. Have pupils trace the process of making cloth, beginning with the newly sheared wool or the freshly harvested flax from which linen was spun. Because the process took so long, most colonists had only a few changes of clothing. Have pupils compare their own wardrobes to that of a colonial child the same age.
6. Few colonists traveled very far from their own homes. But those who did manage to move over the rough roads usually stayed along their journeys in colonial inns. These inns were rough places with uncomfortable accommodations and poor food. Many guests might sleep on the floor in one room, their feet toward the fireplace and their heads resting on rolled-up coats. Not until 1829 did the first hotel open in Boston with private rooms and locks on the doors. Most inns also advertised with pictures instead of words because so few colonists could read. Have pupils find out more about colonial inns, such as the Whitehorse Tavern in Newport, Rhode Island, or the Blue Anchor in Philadelphia, Pennsylvania. Then use that information to make a replica of an inn from cardboard, including stick figures for guests.
7. Visitors to a colonial inn might have *suppawn* (corn meal and milk boiled in molasses) or *samp* (pounded corn meal and butter with milk) for breakfast. Corn was a basic food in every household, too, where corn meal was made into bread or mush. Have pupils find out more about colonial cuisine, then try making corn bread or another popular colonial dish.
8. While life was more work than play for most colonists, they did make some kinds of labor more enjoyable by turning them into social events, such as quilting bees and barn raisings. Have pupils find out more about these events, as well as true forms of recreation, such as popular dances or athletic games of the period. Then try making a quilt as a class or dancing the minuet together.

The fight for freedom

1. Turn your classroom into a Patriot's Hall of Fame. Have pupils draw pictures of well-known characters in the struggle for independence, such as Sam Adams, Nathan Hale, George Washington, Crispus Attucks, Betsy Ross, and so on. Write a brief description of each individual's contribution to the independence movement, and tack it under each picture. Then hang the pictures around the classroom.
2. Stage a debate between two groups of students, one representing the patriots who wanted to be independent and the other representing the "Tories" who wanted to remain loyal to England. What were the advantages of remaining under the reign of a more developed country like England? What were the advantages of independence?
3. One of the rallying cries of the independence movement was "no taxation without representation." Have pupils make a list of the items that were taxed by the British and find out why they were taxed. Then compare these items to those taxed in America today.
4. Role-play some of the stirring moments of the American Revolution. Urge pupils to express the same kind of emotion the original players would have felt. For example, how might Nathan Hale have said "I only regret that I have but one life to give for my country"?
5. As a class project, make a replica of Betsy Ross's flag to hang in your classroom. Set out books with pictures of the 13-starred flag to guide pupils.

Sandy Zjawin is a research assistant in environmental science at Rutgers University in New Brunswick, New Jersey.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Celebrate our black heritage

Audrey Rollins, LuOuida Phillips

Continue your salute to American history by studying the important role black Americans played in our heritage. Theirs is a story of men and women whose talent, discoveries, and dedication to a cause enriched this country's music, literature, and drama, improved its education and government, and awakened its social conscience. This month is also Black History Month. What better way to celebrate than with the ideas and suggestions that follow.

The honor roll

As a class, assemble a comprehensive list of noted blacks, living and deceased, who were or still are active in the arts, science, politics, sports, education, music, literature, the military, and civil rights. Ask each pupil to choose a person from the list to research.

Encourage pupils to match their interests with individuals who excelled in the same fields. For example, science buffs will enjoy finding out more about George Washington Carver or Dr. Percy Julian, a research chemist. Students interested in dramatics may enjoy reading about Cicely Tyson, while those involved in dance could center their study on ballerina Joan Collins. There are many exciting personalities in every sport. Wilma Rudolph and Cheryl Toussaint, track stars who had to overcome tremendous physical handicaps, are particularly inspiring athletes. Military-minded children will be intrigued with the father-son team of Benjamin O. Davis and Benjamin, Jr., both air force generals.

Pupils may prefer to find out more about a noted black personality living in your area. Preparing reports about local people has some advantages, such as the possibility of receiving updated biographical information from the individuals' offices or families. Pupils also may try to arrange a personal or telephone interview with the local notable.

Encourage pupils to present their research in different ways. For example, they could make filmstrips highlighting a person's life, or prepare a diorama or a bulletin board based on their research. Artistic pupils might want to paint or draw a picture or write a poem, short story, or a play based on a significant event in an individual's life. Whatever their method of presentation, make sure that pupils concentrate on the individual's talents rather than race and that they see these leaders as talented people who happen to be black, not blacks who happen to be talented.

Several pupils could pool their own talents and arrange a program to present to your classroom and to others. For example, reading a poem by Paul Dunbar, Gwendolyn Brooks, or Nikki Giovanni and a paragraph from an Arna Bontemps story; playing a few bars of music by Duke Ellington or Stevie Wonder; and performing a Flip Wilson or Bill Cosby imitation would make a great production.

In addition to the reports, set aside time each day or week during this month to listen to recordings of the many outstanding black musicians, singers, actors, and comedians. Louis Armstrong, Diana Ross, Ray Charles, or James Earl Jones are just a few of the names pupils will recognize. If your school library doesn't carry recordings of these performers, ask pupils to bring from home any books or records of black artists that they enjoy.

A special hero

A celebration of Black History Month would not be complete without a tribute to Martin Luther King, Jr. This champion of blacks and the poor believed that social change could be achieved through peaceful but unequivocal resistance to injustice. Pupils of almost any age will understand his mission better after some research into his life. (For one dramatic role-playing activity based on his life, see "Prepping for a Class Act," August 1982 INSTRUCTOR, page 103.)

After pupils have acquired some background information on King, there are a number of related topics your class can discuss or debate. For example, what qualities does a person need before he or she can lead a movement? Are there similarities between King and Mohandas Gandhi, who led the people of India to independence from the British through nonviolent resistance?

Many people of all races have tried unsuccessfully to make Martin Luther King's birthday on January 15 a national holiday. Discuss this issue with your class. If there is a strong consensus in favor of making his birthday a holiday, write to your national senators and representatives, urging them to support this measure.

Dr. LuOuida Vinson Phillips is director of instructional resources for the Dallas Independent School District, Texas, and a member of INSTRUCTOR's editorial advisory board. **Audrey Rollins** is a professional librarian in the DISD administration building.

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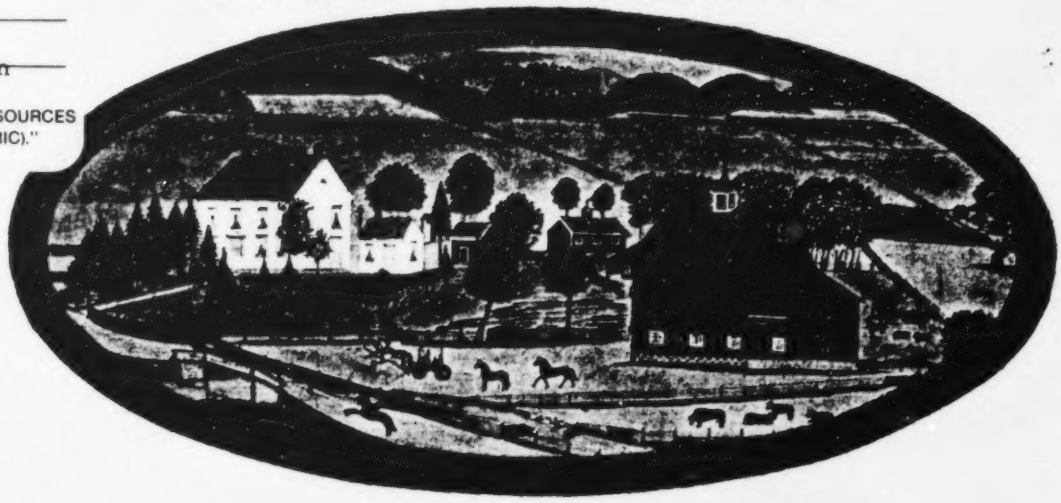
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"One Nation, Indivisible... and Individual"



One nation, indivisible...

Sandy Zjawin

The 50 states that make up the United States lie in a variety of climates, from arctic to subtropical to dry desert regions. They also produce a wide range of products from corn to rice to steel to plastics. But most of the people of each of those states speak the same language and share many beliefs, including the importance of hard work and freedom. In the end, their similarities far outweigh their differences. Help pupils learn more about our one nation, indivisible, with these "stately" activities.

1. Have a group of students make a map of the United States. First, draw a large outline of the country on a sheet of poster board. (Remind pupils to include Alaska and Hawaii.) Draw in the state borders with black marker. Use clay to add two mountain ranges—the Appalachians in the east and the Rockies in the west—and color in major rivers and lakes with blue paint. Let pupils add other features they believe are important, such as the state capitals.

2. Make puzzle pieces of the various states for younger pupils to use in identifying the states, comparing their sizes, and learning where they are located. Glue a large map of the U.S. on a sheet of cardboard. Cut around the border of each state so that you have 50 individual pieces. Place the pieces in a box for pupils to use independently.

3. Make silhouettes of each state and paste each one on a sheet of white paper. Use the silhouettes as flash cards to see how well pupils recognize a state by its shape.

4. Write the name of each state on a slip of paper and place the slips in a jar. Each pupil draws a slip, then researches that particular state and tries to become an authority on it. Designate an area of the classroom where pupils can set up displays about their states, including posters, maps, postcards, and other items that help describe the features or people of those states. If interest is high, encourage kids to draw a second state name so all 50 can be covered in this way.

5. Use resources such as *The Statistical Abstract of the United States* or *The World Almanac* to rank the states according to area, population, and wealth as well as other categories such as the amount of money states spend on education. Discuss how a state's size or climate might be a factor in its population rank. What factors might determine a state's wealth?

6. The states frequently are grouped together regionally, and there are characteristics of each region. For example, the 12 states that make up the midwest region are often called the "breadbasket" of America because of the grain and other food products produced in that area. Textile mills dot the southeast states, making this region the origin of much of the cotton clothing, sheets, and towels we wear or use. Have pupils investigate other regions of the country, concentrating on the products each group of states is best known for. Then have kids look around the classroom and their own homes for items made in the United States and try to designate which region of the country each product came from.

7. Make a study of state names. Have pupils make bar graphs showing the number of states that begin with the letter *A*, *B*, and so on. Which seven letters do not begin a state name?

8. Have pupils also find out the origin of each state name. For example, some have Indian roots, such as the Dakotas; others were named for people, such as Pennsylvania (which was named for the leader of its first settlers, William Penn). Have pupils compile this information in the form of a book or transfer it to a chart.

9. The states also have official or unofficial nicknames. For example, New York is the "Empire State," while Missouri is the "Show Me State." Have pupils find out the origin of these nicknames. Then, if they feel a nickname is inappropriate for a particular state, have them make up a new one based on the information they know about the state today.

10. Each state has its own flower, tree,

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bird, and flag. Divide the class into three groups and make one group responsible for creating a mural of a garden made up entirely of state flowers or a forest made up of state trees. Have the other two groups design a mural, book, or even a bulletin board presenting the state birds and flags.

11. Have pupils design a bulletin board based on state firsts. For example, Delaware was the first state to join the union. Wyoming was the first to give women the right to vote, while Pennsylvania had the first commercial oil well.

12. Creative writing activities also can be part of your study of the states. For example, Dorothy in *The Wizard of Oz* longs to go back to her home in Kansas. Have pupils choose a state as a setting for a story they write. Ask them to be factual in their description of the setting.

13. The states that border the Great Lakes, such as Michigan and Minnesota, often experience severe storms that blow off the lakes. Have pupils make up a science fiction story about an unnatural occurence that takes place during a storm in one of those states.

...and individual

While Americans are a people united by a common heritage, each American also has a more personal history, one greatly influenced by the local community he or she lives in. Investigating the history of your town, city, or county can help pupils develop pride in themselves and the place where they live. It can also improve their research, writing, and speaking skills while offering a great way to involve community members in your classroom.

How do you learn about local history? In most cases you can't turn to a textbook or worksheets. Like good detectives, you and your pupils must look for pieces of an historical puzzle—old photographs, diaries, maps, personal memories—that, when fitted together, will tell a story about life in your city or town.

Start small. Focus your first investigation on one aspect of your area that had a significant impact on its growth and development. That focus could be a physical feature, such as a river, harbor, rich soil, or mineral deposits. It could be an event, such as a war or the start of a new industry. You also could choose a subject that would complement a state or national history unit already in progress. Limiting your investigations to one topic will make it easier to search out and select those materials that will help tell this bit of history.

Once the focus of your study is clearly understood by pupils, plan class trips to local public and university libraries, historical societies, courthouses, museums, and other buildings that might hold old diaries, photographs, newspaper articles, maps, documents such as voting records, birth, death, and marriage certificates, letters, and so on. Provide pupils with a list of questions relating to your topic of study that they should try to answer in looking through these old records. (If a library or museum will not allow pupils to handle source materials, perhaps the librarian or curator can help answer the questions or identify other places pupils can go to get those answers.) For example, if your focus is on a new industry that originated in the 1800s, pupils might want to know who introduced the industry? Why here? Did the industry bring a lot of new people to the area in search of jobs? If so, when did they start to arrive? Did the area significantly grow in size? Was there a period of time, such as during the Depression, when a lot of people left the area?

Ask students whose families are from your area to continue the search for materials in their own homes, looking in attics and basements for photographs and letters as well as old tools, dishes, and clothing.

Don't overlook human resources. Nearly every town, city, and rural county has people who are experts on local history. Seek out these individuals and have pupils interview them in their homes or offices—or invite them to class for informal lectures. Pupils' own parents or grandparents also may have valuable memories that can fill any gaps you've discovered in your research. If local historians are able, they might be persuaded to lead your class on a walking tour of your area, pointing out architecturally significant homes or your town's lines of growth and expansion. If they are not able to go with you, perhaps they could map out a route for your class.

Once you've gathered enough information to piece together a picture of the era and topic you are focusing on, try some of these activities with the class.

1. Set up a minimuseum of local history, using the documents and objects your research has uncovered. Have pupils write a description of each object, including its historical significance. Arrange the materials in chronological order so they tell the story of how one element helped shape what your area is today. Then invite parents and other classes to tour your display.

2. Write fictional stories based on the history you have uncovered. For example, if your pupils have been focusing on how a river helped build your town, city, or county, have them write an account of life in your town when people were first coming to your area as seen through the eyes of a fictional child their age.

3. Make a replica of your area during the period under study from cardboard or wood. Include important buildings that were standing then and other significant details, such as clipper ships or steamboats in the harbor or wagon trains moving down dusty streets.

Uncovering even a small part of local history can't be done overnight. In fact it may take several years before you have a complete unit on all of the people and events that shaped your area and made it and its citizens what they are today. But it is a painstaking process that many pupils will take to eagerly because for those kids, it's a very personal history. As they learn how their area developed, they may discover the history of their own families.

Dr. Mary Alice Wilson is inservice director for the Hampshire Educational Collaborative, Northhampton, Massachusetts. She was assisted in writing this article by **Ed Larrow**, principal, Plains Elementary School, South Hadley, Mass., and the following social studies teachers: **Virginia Ahart**, Hampshire Regional High School, Easthampton; **Shaun Bresnahan**, Belchertown Junior-Senior High School; **Mary Lou Cutter**, Hooker Elementary School, Hadley; and **Joyce Neal**, Park School, Easthampton.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

America the dramatic

Milton Polsky

One of the best ways to show pride in your country is to act out some of its greatness! These simple but dramatic games and activities can be used individually or combined to create an exciting Americana production.

Stars 'n stripes Events in the struggle for independence will be more meaningful to pupils when they act them out in this role-playing activity. First, have pupils suggest various events that led to our independence such as the Boston Tea Party, Washington crossing the Delaware, and so on. Write these on the chalkboard. Then divide the class into two groups and designate one group to be Stars and the other group, Stripes. When you call out "Stars," that group chooses an event listed on the board that took place primarily at night and acts it out in an impromptu scene. If you call "Stripes," the group chooses an event that took place during the day.

Encourage full-group involvement in each scene. For example, Paul Revere's ride could be acted out by having most of the children represent houses, which one child rides around slowly.

A circle of stars Even young children can act out this scene, which has a very dramatic impact. Choose an imaginative child to be the narrator who tells the story of Betsy Ross while others act it out. Betsy runs a furniture upholstery business. She employs 13 workers, all wearing blue shirts, who pretend to stitch flannel on pieces of furniture. As they work, George

Washington appears and asks Betsy Ross to make a flag for the newly declared independent colonies. He shows her a pattern for a five-pointed star, but after he leaves she wonders how to arrange the 13 stars on the field of blue. As she ponders, the students posing as workers form a circle. Betsy then pins a star to the back of each worker. When all have a star, the circle revolves slowly.

America, the beautiful Young children will also enjoy singing and acting out cherished songs, such as "America." First, play a recording of the song while you help pupils create actions to fit the words. For example, students could raise their arms while holding hands on "spacious skies," sway back and forth on "amber waves of grain," or form triangles by touching the tips of their own fingers together on "purple mountains majesty." After pupils have learned the actions, have them go through the song again, this time singing the words while doing the actions.

What if . . . ? Test pupils' knowledge of American history and their role-playing abilities with this activity. Divide the class into groups of four or five, then have them make improvisational responses to situations such as the following: If the Statue of Liberty could talk, what would she say? If the framers of the Constitution suddenly appeared, what might they say or do?

State your claim You will need 50 children for this activity and a large area, such as a school stage. Each pupil represents a state in the union and wears a large, white star pinned to the front of his or her shirt. The children walk on stage in the order in which the states joined the union, Delaware first and Hawaii last. As each state walks on stage, the children in the audience say together: "State your claim! What's your fame?" The child then stops in the front of the stage, names his or her state, and tells a serious or humorous fact about the state, such as "We love our Kentucky fried chicken," before finding a place on the stage. The 50 children should end up in the same arrangement as the 50 stars on the American flag.

Milton Polsky is a theatre teacher in the gifted youth program at Washington Irving High School in New York City.

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Hail to the chief!

Nancy-Jo Hereford

Add some theatrics to your celebration of this great nation with a patriotic play! The action takes place on the set of the Star-Spangled Broadcasting Company on election night in 1984. Kids will have a chance to ham it up as they play Margaret Media, the anchorwoman, or any of the five visiting presidents from our nation's past, but they'll also learn some history, too.

There are six parts which could be filled by boys or girls: Margaret Media, George Washington, Abraham Lincoln, Woodrow Wilson, Franklin Roosevelt, and Harry Truman. The presidents should be dressed in period costumes.

A large map of the United States and a symbol for the Star-Spangled Broadcasting Company can serve as a backdrop for the set. A long table with six chairs should face the audience. Place a chalkboard to one side with the words *Republicans* and *Democrats* written on it and a zero in a box after each party.

As the action begins, Margaret Media sits at the center of the conference table with empty chairs around her.

Media: Good evening. I'm Margaret Media of the Star-Spangled Broadcasting Company with you on election night, 1984. Initial reports say voter turnout has been heavy for this presidential election. And votes are beginning to come in. *(A student runs out and erases the zero beside each party and fills in a number.)* But we still have a long night ahead of us.

(Voice offstage calls, "They're here, Media, they're here!")

Media: But now, while we're waiting for more of those votes to come in, we've got a very special treat for you at home! Five ex-presidents are in our studio tonight to discuss their own presidencies and this very exciting election! Here they are now. Gentlemen, won't you be seated?

(Washington, Lincoln, Wilson, Roosevelt, and Truman enter to the strains of "Hail to the Chief.")

Media: Good evening, Mr. Presidents. What a thrill to have you together!

Washington *(Looks around):* We certainly didn't have anything like this in 1789. Why, it took weeks for people to find out I was the new president!

Media: This night must bring back memories for all of you.

Truman: Sure does. *(Laughs)* I went to bed on election night in 1948 thinking I'd lost to Tom Dewey. I woke up to find I'd won! What a happy morning!

Lincoln: My memories are happy and sad. Soon after I was elected, South Carolina made good on its threat to leave the union. And it was quickly followed by ten more states and the start of the Civil War.

Media: You refer to one of the most tragic periods in our history, Mr. Lincoln. But all of you presided over difficult times. Let's talk about the influence of a president. What do each of you consider to be your greatest acts in office? Mr. Washington?

Washington: It's hard to think with those hot lights! If we could have had just one of those at Valley Forge . . . .

Media: That's a good place to start. You led a ragtag army to victory and gave this country its independence.

Washington: There were a lot of good people working with me—Tom Jefferson, Ben Franklin, John Hancock.

Media: Yes, history remembers them well. But can you pinpoint your other accomplishments?

Washington: Chairing the Constitutional Convention. Creating the cabinet system of government. Establishing a site for our nation's capital—though I am embarrassed they named it after me.

Media: I hate to stop you, but we must move on. Mr. Lincoln?

Lincoln: I did what any one of these men would have done—I preserved the union. But the cost in lives haunted me then, and it still does.

Wilson: I felt the same when I sent our troops to Europe to fight in the Great War, World War I. That's why I worked so hard to establish the League of Nations. I thought a group of countries working together would prevent another world war. But when Congress wouldn't approve the League and kept America from being part of it, its success was doomed!

Roosevelt: But Congress *could* come through, Wilson! When I asked Congress to declare war on Japan after Pearl Harbor was bombed in 1941, they reacted the very same day. It was the Supreme Court I had run-ins with. They said some of the programs I established in the thirties to end the Depression were unconstitutional. But by jove, in drastic times you have to take drastic measures!

Truman *(Slaps his chair):* You're right, Franklin! And that's exactly why I sent American troops to South Korea in 1950, to help save that country from the invading Communist North Koreans. It was one of the hardest decisions of my presidency—to risk starting World War III just five years after ending World War II!

Media: We don't have much time left, gentlemen. Do you have any parting advice for tonight's winner?

Washington: I've always warned against foreign entanglements. I said in my Farewell Address that we should have little political connection with other nations.

Wilson: But America turned isolationist in the 1920s, George. And while we buried our heads in the sand, conditions in Europe got worse. The result? Tyrants like Adolf Hitler were able to seize power.

Lincoln: As I said at Gettysburg, Pennsylvania, we must always work to make sure that government of the people, by the people, and for the people shall not perish from this earth!

Roosevelt: I would like to tell the new president that the only thing he has to fear is fear itself.

Truman: I'd remind him that the buck always stops at the Oval Office. I kept a little plaque on my desk so I'd never forget.

Media: Thank you for joining us tonight, Mr. Presidents. I'm afraid that's all we have time for. Let's go now to Roger Dirt at our Washington desk. *(Lights fade as the presidents leave to the music of* "Hail to the Chief." *Curtain.)*

Nancy-Jo Hereford is an associate editor at INSTRUCTOR

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Lincoln monument: Washington

Let's go see old Abe
Sitting in the marble and the moonlight,
Sitting lonely in the marble and the moonlight,
Quiet for ten thousand centuries, old Abe.
Quiet for a million, million years.
Quiet—
And yet a voice forever
Against the
Timeless walls
Of time—
Old Abe.

Langston Hughes

Just like you

The famous men and women
Who helped our country grow
Weren't always great and famous
Those long, long years ago.
George Washington and Betsy Ross,
Ben Franklin, Paul Revere,
All started out as babies
And grew a bit each year.
They started out as children,
Just boys and girls like you
Who worked and played and laughed and sang
And cried a little, too,
And learned their lessons when they could
And said their prayers at night.
They never knew we'd call them great
And keep their memories bright.

They never knew someday they'd be
Famous names in history.

Margaret Hillert

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★

A patriotic project

Lady Liberty needs you!

"The Statue of Liberty is in danger! America's school children can help save it." With that challenge, Lee Iacocca, chairman of the board, Chrysler Corporation, and chairman of the Joint Commission to Restore the Statue of Liberty and Ellis Island, launches a four-year nationwide campaign. Because the nation's schools can play an important part in it, he takes his message to students through the pages of INSTRUCTOR.

Dear Students:

You are all familiar with the Statue of Liberty. You've read about it in school; perhaps you've even visited it and climbed the narrow staircase inside the statue to a lookout in Lady Liberty's crown.

The statue was given to the United States by France in 1884 as a symbol of friendship and of the liberty that citizens enjoy under our government. It was assembled on Liberty Island and dedicated in 1886. So it has been standing for nearly 100 years in the New York harbor, serving as a welcoming beacon, an inspiration.

Those years have taken a toll on the statue, and Lady Liberty is wearing out. Parts are closed to visitors because they are unsafe, and it is possible that if we don't move quickly to repair it, the statue could topple into the bay. That would be a scandal of the highest order! The United States—the richest country in the world—letting one of its national treasures disintegrate! I am chairman of a commission established by President Reagan to raise money to restore the statue. The money we raise also will develop Ellis Island—now dilapidated—into a national park. Ellis Island is located across from Liberty Island. It is the station where 17,000,000 immigrants had to pass through to become citizens of the United States. Many of you probably have relatives who entered the United States through Ellis Island.

Why am I asking you to help? The children of France and the United States contributed much of the $530,000 required to assemble the statue on Liberty Island nearly a century ago. I would like today's kids to be able to contribute to the restoration. Here's the challenge: While it took a little more than half a million dollars to build the statue in 1884, it will require $30,000,000 to repair it so that it is structurally safe for visitors today! Raising $30,000,000 is no easy task. But if every classroom in the nation gets behind the project, the $30,000,000 is a realistic goal.

How can you help Lady Liberty? First, with your teacher, make decisions about organizing your fund-raising efforts. You may want to establish a "Save the Statue" committee right in your classroom. Discuss the amount of time you'll spend. Will you involve other classes? Who will present your ideas to the principal? Will you involve community businesses and organizations?

Once you've organized, decide how you are going to raise the money. Many schools have successfully used car washes, cleanup days, readathons, bake sales, used toy and book sales, to raise money. And those ideas are all good ones. But whatever method you choose, remember that each of you must know *why* it's so important to save the statue so that you can convince others to pitch in. To do this, learn as much about the Statue of Liberty as possible. Share your knowledge not only with those at school and at home, but with local newspapers and radio and TV stations that might cover your efforts.

I hope you'll join me in this cause. Send class contributions to the Statue of Liberty/Ellis Island Foundation, PO Box 1986, New York, NY 10018. Each contribution will be acknowledged. With your help, Lady Liberty will look great for her one-hundredth birthday. And you'll have played a part in preserving a national symbol.

Lee Iacocca

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Flag-waving fun

J. Charles Walker

How well do you know the states, their capitals, and the names of our 40 presidents? Test yourself with these all-American riddles.

Capital riddles

Can you name the state capitals that are discussed in these riddles? (If you need a little help, check the list that follows them.)

1. Which state capital has an employer who weighs a lot?

2. Which capital asks a child to look at something?

3. Which capital is a famous English general?

4. Which capital describes a cleared piece of land at a certain time of the year?

5. Which capital is a man's name in France?

6. Which capital is a type of grape?

7. Which capital is a famous explorer?

8. Which capital carries a little bit of Christmas with it all year round?

9. Which capital has a car with feelings?

10. Which capital is a quiet girl?

Hint: Answers to the 10 capital riddles are somewhere in this list of state capitals. Four will not be used.

Albany, N.Y.
Bismarck, N.D.
Boise, Idaho
Boston, Mass.
Cheyenne, Wyoming
Columbus, Ohio
Concord, N.H.
Juneau, Alaska
Montgomery, Ala.
Pierre, S.D.
Santa Fe, N.M.
Helena, Montana
Springfield, Ill.
Hartford, Conn.

Stately stumpers

See if you can solve these riddles to reveal the names of 10 states.

1. Which state tells us that the laundry is finished?

2. Which state is the most important?

3. Which state has carpentry tools?

4. Which state is the happiest?

5. Which state is a small soda?

6. Which state asks about your height?

7. Which state has a name for both sexes?

8. Which state has a path to follow and an area surrounded by water?

9. Which state utters an exclamation before and after it greets you?

10. Which state can help you get into bed?

Hint: Answers to the stately stumpers appear somewhere in this list of states.

Arkansas	New Hampshire
California	New Jersey
Kentucky	Ohio
Louisiana	Pennsylvania
Maine	Rhode Island
Maryland	Utah
Minnesota	Washington

Presidential puzzlers

Now let's see how well you do in figuring out the identities of these 10 presidents.

1. Which president is most honest?

2. Which president is the slowest?

3. Which president describes a thin convict?

4. Which president would be helpful in crossing a river?

5. Which president is irritated by his child?

6. Which president is popular with service station attendants?

7. Which president is responsible for "holey" ears?

8. Which president is the namesake of a mischievous cat?

9. Which president would you want around during a shoot-out in outer space?

10. Which president is talented at fitting clothing?

Hint: Answers to the presidential puzzlers appear in this list of presidents.

Washington	Garfield
Madison	Roosevelt
Jackson	Ford
Polk	Lincoln
Taylor	Reagan
Fillmore	Truman
Pierce	Nixon

J. Charles Walker is associate professor of education at Jacksonville State University, Alabama. Answers are in Teachers Express.

"We pledge allegiance..."

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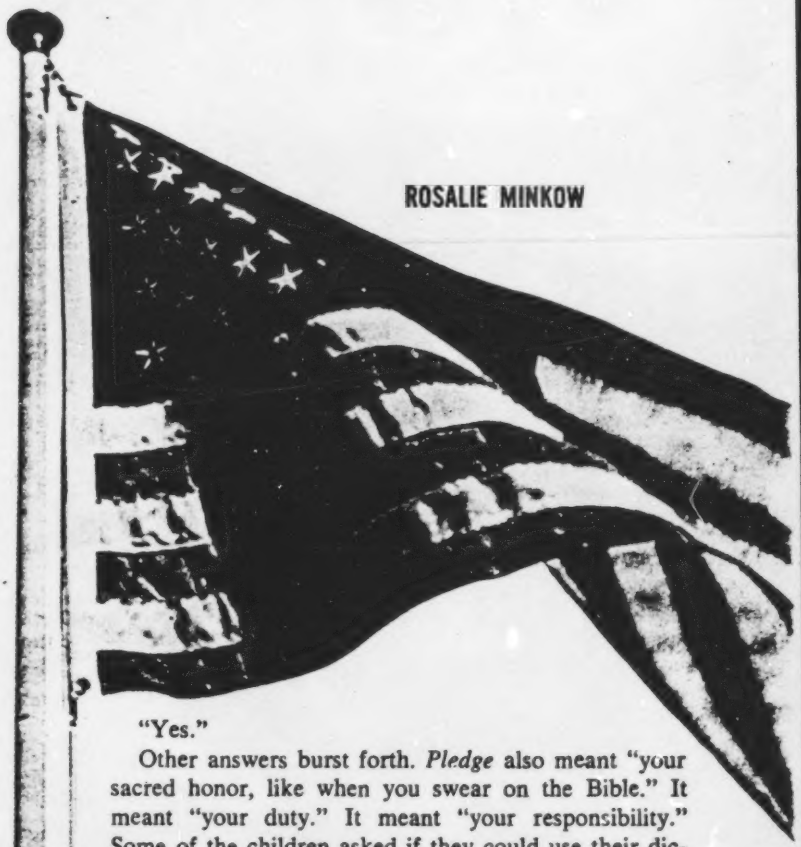
Sixth graders discover what they really mean when they salute the flag



ROSALIE MINKOW

INTEREST was mounting. This was no ordinary exercise. This was a challenge! Eager hands began to wave in the air for attention to be heard. Quite a contrast from what had seemed in the beginning another dull lesson.

What was this all about? The Pledge of Allegiance. I wondered one morning when substituting in a sixth-grade class whether, even though almost every schoolchild in the nation recited it each day, they really understood its meaning?

I decided to ask these pupils if they knew what the Pledge of Allegiance means. My query was met with puzzled expressions and shrugs of the shoulders and "what-is-this-woman-up-to" looks.

The problem called for some creative teaching but no lectures. The answers must come from the children themselves.

I took a deep breath and began. "Let's define together what The Pledge of Allegiance means."

More puzzled expressions. Why not break the question down word by word to make it more meaningful, I told myself.

"First," I said, "What does the word *pledge* mean to you?"

Silence. I knew I was bucking the usual resentment against substitutes. Then one hand rose waveringly. It belonged to Miss Blond Bangs in the green plaid skirt. Not surprising, I thought. The type who always does what is expected of her.

"Your word?" she asked tremulously, eager to have confirmed that she had come up with the right answer.

"Yes, that is one definition, but what are some other words we could use?" I slipped from behind the teacher's desk and perched myself on top of one of the student's desks in the middle of the room.

"You, over there," I pointed to a boy in a blue and yellow striped skirt, slumped down in his seat, "what does the word *pledge* mean to you?"

"I think," he replied thoughtfully, "it means a promise."

"Yes," I whirled around and pointed to a pug-nosed pudgy girl. "And to you?"

"It means," she said, scratching her head, "like when you make an agreement."

"Yes, and to you?" I directed my eyes on a tall young man in one corner of the room. He shuffled his sneakered feet. "Could it mean like when you take an oath?"

"Yes."

Other answers burst forth. *Pledge* also meant "your sacred honor, like when you swear on the Bible." It meant "your duty." It meant "your responsibility." Some of the children asked if they could use their dictionaries to help, and came up with the more sophisticated "homage."

"Now," I said, "we have talked about the title of what we are doing. Let's get on to what we are really saying when we give the pledge. 'I pledge allegiance . . .' It is I who is pledging allegiance. Who is *I*? Point to *I*."

A ridiculously elementary exercise for sixth graders, you say? The children didn't think so. With the simple act of each pointing to themselves, they realized that the *I* was not an abstract person or thing making this pledge. The *I* was themselves making this pledge and all the things it means. There was a feeling of self-awareness in the air.

"Hey, we're all I's!" shouted one of the children.

"We have defined what the rest of the phrase 'pledge of allegiance' means, and then we say, 'to the flag of the United States of America.' What is a flag?"

"It is a piece of cloth," shrugged one of the youngsters. Some of the children snickered. I could understand where this feeling of derision for this "piece of cloth" came from. In certain circles it was being used just like any ordinary piece of material: it was being fashioned into miniskirts, sewn on the backs of leather jackets, hung on windows in lieu of drapes.

How could I get them to realize it was more than that? I was rescued by one chunky, bespeckled lad. "No," he bravely contradicted. "It is more than that. It is a symbol."

A symbol? Quizzical looks from the rest of the class.

Turn to page 124

"Well, what is a symbol?" I countered. Scramble for dictionaries. "Something that stands for something else," was the unanimous decision. "Like the United States of America," shouted a tall ruddy-faced boy.

"Well," I continued, "what is the United States of America?" All fifty states together was the consensus.

"The republic for which it stands . . ." got us into a discussion of various forms of government and led us to the conclusion that ours was a government by *all* the people, as opposed to some other forms of government, which advocated government by a select ruling class.

"Hey," shouted one of the previously lethargic pupils. "*We* are the government. All of us," he added waving his arms to embrace the whole class.

"One nation under God. . . ." We talked about the fact that we are a nation of many different religions and approaches to God; that God too, was a personal belief. Some people did not share this belief; and it was their prerogative to keep silent during that portion of the pledge.

"Indivisible" sent them running to their dictionaries again. They discovered that it meant we could not be divided. That we were together in this pledge. The class had recently studied the Civil War. They talked about how our country had been divided during the war. "It must have been terrible," said one little girl. "If I had been living then, my daddy would have been fighting my uncle in Virginia."

"Our pledge means we would not want anything like that again," spoke up another student.

"With liberty and justice for all. . . ." "But we know," they protested, "that a lot of people are not completely free, and that we have discrimination and that some people get away with a whole lot while others are punished. Aren't we hypocrites when we say that?"

The children were aware of civil rights demonstrations. TV documentaries, radio, the newspapers had made them conscious of problems they had never known existed before. How could I answer them. How could I tell them we are not hypocrites when we recite the words "with liberty and justice for all"?

I decided that the answer to my quandary was to remind them of what they said the word *pledge* means . . . "your word," "a promise," "a vow." That this equality is not completely perfect now, just as man is not completely perfect, but that they were giving "their word," "their promise," "their vow" to help make it perfect. "Yes," I said, "there's a lot to be done to bring a more perfect equality, and you the younger generation will, with your pledge, bring us further along that road to perfection." Backs straightened proudly and shoulders squared. There was a feeling of responsibility and "a job to be done" in the air.

We were at the end of our discussion. I felt a sensation of accomplishment. Together, the children and I now truly understood something we would try to live by for the rest of our lives. □

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THIS MONTH'S COVER

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Behind the pledge

The Pledge of Allegiance is a daily ceremony in most classrooms. Here's the history behind the familiar words

By BARBARA C. KING

THE PLACE was Jackson Park in Chicago. The date was October 12, 1892—the 400th anniversary of Columbus' discovery of America. The occasion: The first public recital of a brand new pledge of allegiance to our flag:

I pledge allegiance to my Flag and to the Republic for which it stands—one Nation indivisible, with liberty and justice for all.

Standing there in the Chicago autumn, an observer might have known a little of this new pledge's history—that it was written and published by two staff members of a children's magazine as part of a school-based patriotism campaign. He could *not* have foreseen that this pledge was to be twice amended, that it would become the subject of a heated authorship controversy and that 50 years would pass before it became the official pledge it is today.

This and much more is all part of the fascinating history of The Pledge of Allegiance with which you and your children probably begin each school day. It is a case study *par excellence* in the making of a tradition.

The story began early in the 1890's when James Upham, circulation chief for *The Youth's Companion* (a popular magazine which ceased publication in 1929), conceived a scheme that he hoped might bring about a revival of good, old-fashioned patriotism. Upham wanted to encourage children across the nation to raise money to buy American flags for their schools. Promoting the campaign in the pages of his magazine, he reached thousands of children whose efforts accounted for the sale of an estimated 30,000 student-purchased flags.

Encouraged by this achievement, Upham decided to write a pledge to be recited as the new school flags were raised each morning. A simple pledge existed at the time and was occasionally made at public ceremonies, but Upham wanted something more elevated than the 15-word:

I give my hand and heart to my country, one nation, one language, one flag.

Upham asked Francis Bellamy, another *Youth's Companion* staff member, to help him write a new pledge and, in 1892, the result was published in the form given at the beginning of this article.

The Upham-Bellamy pledge retained its original form until 1923. In this year, delegates to the National Flag Conferences of 1923-24 suggested that foreign-born citizens might have the flag of their native land in mind when pledging allegiance to "my flag." The phrase "the Flag of the United States of America" was substituted, and the pledge then read:

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all.

By this time, recitation of the pledge had become an everyday rit-

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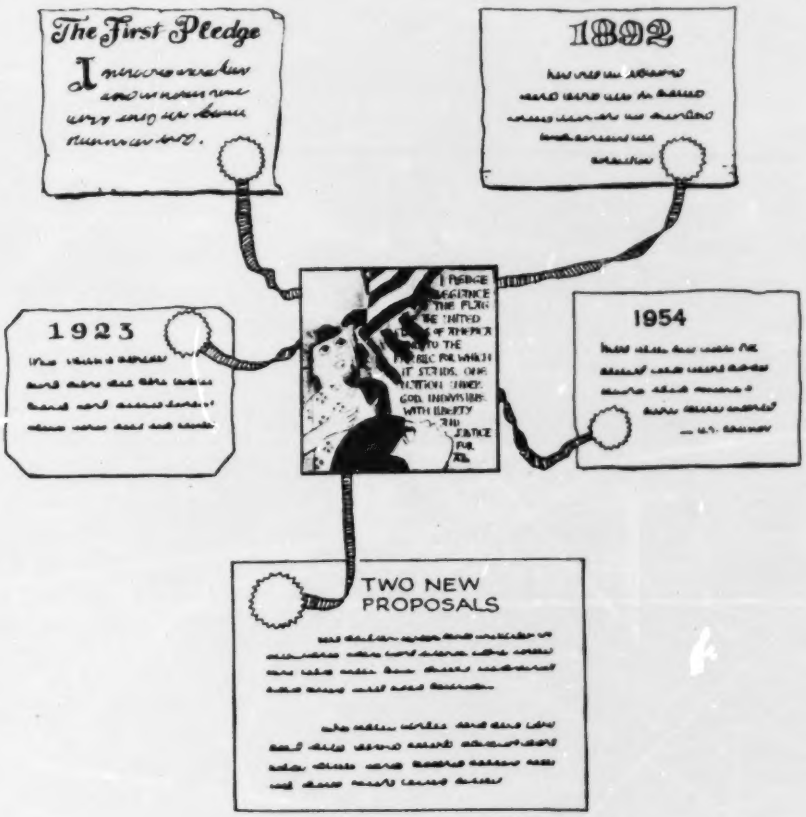


TEACHING THE PLEDGE: A BULLETIN BOARD

The cover of this month's issue of GRADE TEACHER can be used as the focal point of an attractive—and informative—bulletin board on the history of the pledge to our flag. Cover the bulletin board with red, white or blue construction paper, cut out our cover illustration and place this in the center of the board. Then, on separate squares of tagboard (or construction paper of contrasting colors) print the various versions of The Pledge of Allegiance as given below. The entire board can be titled "The History of Our Pledge to the Flag." An additional contribution to the board: Have the children research and draw flags of the United States showing the number and placement of stars appropriate to the date of each new version of the pledge.

THE FIRST PLEDGE

***I give my hand and heart to my country, one nation, one language, one flag*—author unknown, said at public ceremonies in the 1800's.**

1892

***I pledge allegiance to my Flag and to the Republic for which it stands—one Nation indivisible, with liberty and justice for all.*—Francis Bellamy**

1923

***I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all.*—National Flag Conferences of 1923-24**

1954

***I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.*—U. S. Congress**

TWO NEW PROPOSALS

***I pledge allegiance to the flag of the United States of America and dedicate myself to the principle that the Republic for which it stands shall be in truth one nation, under God, indivisible, dedicated to liberty and justice for all.*—James E. Allen Jr., former U. S. Commissioner of Education.**

***I salute the flag of the United States of America by committing myself to the principle that the nation for which it stands ever be indivisible and dedicated to liberty and justice for all.*—Dr. Whitney Smith Jr., director, Flag Heritage Foundation.**

ual for school-age children, and most adults had committed it to memory. Its origins had faded into the background. Few realized that an authorship dispute had sprung up between the descendants of Upham and Bellamy. In 1939, however, the increasingly bitter dispute surfaced and there was pressure to settle the question once and for all. A committee of three—two historians and one political scientist—reviewed the evidence and decided in favor of Francis Bellamy.

Four years later, the pledge was incorporated into the federal Flag Code.

But the pledge was to undergo one more alteration before it became the pledge currently recited. In 1954 President Eisenhower signed a resolution adding the phrase "under God" to the text, giving us the oath we take today.

The story does not end here, however. Two further revisions of the pledge have been suggested in recent months. On December 1, 1970 a new pledge was suggested by former U. S. Commissioner of Education, James E. Allen Jr. It read:

I pledge allegiance to the flag of the United States of America and dedicate myself to the principle that the Republic for which it stands shall be in truth one nation, under God, indivisible, dedicated to liberty and justice for all.

More recently, the following suggestion, written by Dr. Whitney Smith Jr., director of the Flag Heritage Foundation, Lexington, Mass., appeared in the *New York Times:*

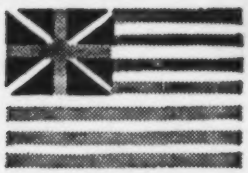
I salute the flag of the United States of America by committing myself to the principle that the nation for which it stands shall ever be indivisible and dedicated to liberty and justice for all.

And so the search for a definitive oath of loyalty to our land continues . . . and will probably continue as long as our nation exists. For patriotism is more than a measure of man's love of country. It is a changing, growing concept of our relationship to our land, its institutions and the people whose hopes and aspirations it was founded to represent.

Mrs. King is a member of the GRADE TEACHER *editorial staff.*

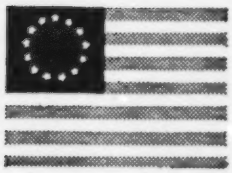
There've been some changes...

Our Flag

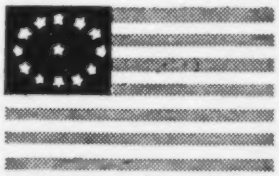


Cambridge

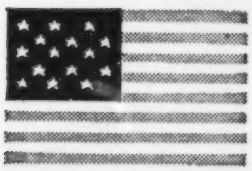
Bennington



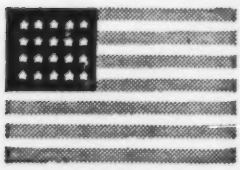
1777



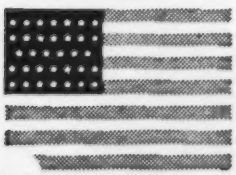
3rd Maryland Regiment



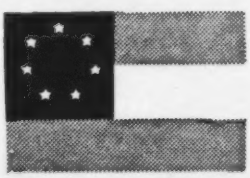
1795



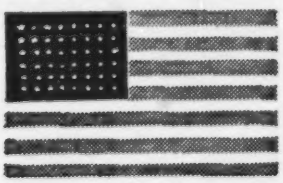
1818



Union Flag, 1861



Confederate Flag, 1861



1912-1959

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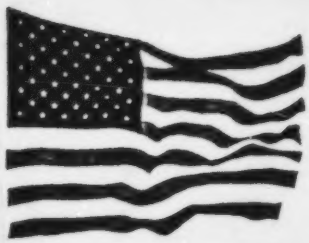

NOW that the United States flag has evolved to fifty stars, it is interesting to note the varied changes it has undergone during its colorful history.

The first American flags were of every conceivable proportion, size, color, and design. Many contained stars and stripes, but the number of each varied from flag to flag, and so did the number of points on each star. Flagmakers arranged the stars in any pattern they found pleasing, and not one of them showed the slightest concern about how wide or long a stripe should be.

In the early days many emblems were used—a green pine tree, a crown, a coiled rattlesnake, crosses, moons, and so on. There was as little unity among the flags as there was among the groups they represented.

Finally, in 1775, someone originated a flag that had a common significance. Its thirteen stripes—alternately red and white—stood for the thirteen colonies. In its upper corner was a Union Jack, telling the world that the colonies were subject to Great Britain.

This flag found immediate favor, although it was never officially adopted. The people of the colonies termed it the Cambridge or Grand Union Flag, and saw to it that every regiment of the Continental Army carried one. George Washington flew this flag over his headquarters near Cambridge during the tense early months of 1776. It appeared that perhaps we finally had a flag for our country.

However, the Bennington Flag came into being. It had a top and bottom stripe of white. Its field was enormous, spanning nine full stripes. On this field were eleven stars forming an arch over the numerals 76. The remaining two stars occupied upper corners of the field.

On July 4, 1776, the colonies severed ties with Great Britain. Anything reminiscent of our former allegiance to Great Britain was intolerable, so Congress appointed a committee to act on revising the flag. But it wasn't until June 14, 1777, that they took up the question. The war wasn't going too well, and Congress was discouraged. Perhaps some of its members doubted that we would find long use for a flag of our own. Whatever the reason, little time was spent on the decision. Congress casually passed the following resolution:

Resolved, that the flag of the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.

JOHN FIX

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There were no directions concerning the way this flag was to be made. What was to be the proportion of its blue field to the striped area? How were the stars to be arranged? How long were the stripes to be?

It is easy to picture what happened. The stars-and-stripes idea caught the imagination of the citizens. Soldiers in the field enthusiastically began making their own flags, with their own interpretations of the Congressional resolution. Some made the blue field a square, others a rectangle. The stars were scattered, or in rows, circles, or semicircles.

Look at the long narrow flag carried by the Third Maryland Regiment at the Battle of Cowpens in January, 1781. It had twelve stars arranged in an ellipse with its thirteenth star in the center. The Revolution ended, and we were still without a standardized flag.

In 1795, Kentucky and Vermont came into the Union and the flag was enlarged to include fifteen stars and fifteen stripes. The fifteen-star, fifteen-stripe flag flew without controversy for more than twenty years. It was carried by Lewis and Clark in their expedition across the continent. It was also the flag which flew during the War of 1812. This was the "Star-Spangled Banner" which flew over Fort McHenry in 1814 and inspired Francis Scott Key to write our national anthem.

By 1817 five new states were admitted to the Union. Their admission created an immediate problem: Should a stripe and a star be added for each new state? A controversy raged.

Then, on the advice of a naval captain, Samuel Chester Reid, it was decided to again set the number of stripes at thirteen and to add a new star for each new state as it was admitted to the Union. There was still no prescribed arrangement for the stars, however.

The Civil War brought still another flag to the American scene. The Confederate Stars and Bars was adopted in 1861. It contained seven stars for the seceding states and had three wide stripes—two red and one white.

Union troops fought under three flags. For the first three months, a thirty-three-star flag was used. Next, until 1863, a thirty-four-star flag was flown, and finally, until the end of the war, a thirty-five-star one was used. During the entire conflict, President Lincoln would not permit the seven stars for the seceding states to be removed.

By 1912 the stars had increased to 48. And, since state boundaries had expanded to the limits of our territorial borders, it appeared unlikely that any new states would be added to the Union. So, President Howard Taft ended the confusion that had been plaguing flagmakers for so many years. On October 29, 1912, a Presidential order was issued explaining in detail exactly how the flag of the United States was to be made. The same orderly procedure was followed when the forty-ninth and fiftieth stars were added to the union.

Such has been the evolution of our flag. Like the land it represents, it has grown in beauty and significance. Today the flag stands as a symbol of hope and freedom, a promise of better things to come.

Flag Day is June 14

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

By MARION D. WILSON, *Fifth-Grade Teacher, San Lorenzo Elementary Schools, San Lorenzo, California*

A knowledge of the parallels in the story of the growth of our country and our flag will tend to inculcate in young Americans a greater respect and love for, and loyalty to both

My Country and

Introduction

From time immemorial, flags have told the story of the basic tenets of a country's political beliefs. Men have forsaken home and family to fight under a banner, to defend the honor of their country, to preserve their land.

The patterns and colors of flags have a significance dear to the hearts of loyal citizens.

Even in the dim past, when the explorers of the Old World braved the terrors of the unknown to find new lands, their flags went with them, always prominently displayed, always planted gloriously, as a sign of victory and conquest for king and country.

The story of the origin and development of our own American flag is the story of our country's beginning and growth.

Classroom Discussions and Activities

I. The United States Flag

A. *Discuss: Meaning of Colors and Design* • George Washington described the flag's symbolism with these words: "We take the stars from heaven; the red from our mother country, separating it by white stripe, thus showing that we have separated from her; and the white stripes shall go down to posterity representing liberty." The colors have also been described as meaning: red for sacrifice and courage, white for purity of purpose, stars on a blue field for national unity.

Activities • Begin project booklets entitled "My Country and My Flag . . . Their Story." On the first page, draw a picture of the United States Flag and write a paragraph on its meaning.

B. *Discuss: The Pledge of Allegiance to the Flag* • The original words first appeared in 1892, and Francis Bellamy of Rome, New York, has been credited by the United States Flag Association with authorship.

Activities • Learn the *Pledge* and the proper way to salute the Flag, and practice both. Read the story of the *Pledge* and learn when and by whom it was changed to its present form. Define the meaning of the *Pledge*, phrase by phrase. Put the words of the *Pledge* in the project booklets.

II. Flags of the Early Explorers

A. *Discuss: The Norsemen or Vikings (Scandinavian) under Leif Ericson* • Records indicate that their flag was the first to be brought to North America by white men, about the year 1000 A.D. This Viking flag was white, emblazoned with a black raven.

Activities • Read about the Norsemen and learn why they could not lay claim to lands on this continent for their homeland. Trace the Norsemen's route to the mainland of North America. Make a Viking flag for the bulletin board. Under the heading, "The Explorers" in the project booklets, write a composition about the Norsemen, draw a map of their travels and a picture of their flag.

B. *Discuss: Christopher Columbus* • In 1492, he discovered islands in the West Indies. He took possession of San Salvador in the names of King Ferdinand and Queen Ysabella of Spain. Two flags were carried ashore for the ceremony—the Royal Banner, displaying the Arms of Castile and Leon, quartered; and a special white flag having a swallow-tailed fly, charged with a Latin cross in green with the letters "F" and "Y" in gold

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My Flag...Their Story

on either side of the lower portion of the vertical limb, each surmounted by a golden crown. These are generally recognized as being the first European flags planted in America.

Activities • Read about Columbus, Ponce de León and other Spanish explorers. Make their flags for the bulletin board. Add their stories, maps and flags to the project booklets.

C. *Discuss: John Cabot* • He was the first to fly the flag of England on the mainland of North America. This flag, the Red Cross of St. George on a white field, was hoisted near Cape Breton in 1497.

Activities • Locate Cape Breton on the map Read about Cabot and other English explorers. Make their flag for the bulletin board. Add their stories, maps and flag to the project booklets.

D. *Discuss: Verrazano* • He raised the first French flag (Lilies of France or Fleur de Lis) over Nova Scotia in 1524.

Activities • Read about Verrazano and other French explorers such as Jacques Cartier, Champlain, La Salle, Hennepin, Marquette and Joliet. Make their flag for the bulletin board. Add their stories, maps and flag to the project booklets.

E. *Discuss: Henry Hudson* • He arrived in the *Half Moon* at what is now New York in 1609, bearing the flag of the Dutch East India Company—a horizontal tricolor, orange (at top), white and blue, with the letters AOC (Algemeene Ost-Indische Campagnie) on the white stripe. In 1621, these letters were replaced by GWC (Geoctroyeerde West Indische Campagnie).

Activities • Read about Henry Hudson and make his flags for the bulletin board. Add his story, maps and flag to the project booklets. Read about the Dutch West India Company and what it accomplished.

III. Colonial Flags

A. *Discuss: The Thirteen Colonies* • The first British Colony to be established here was in Jamestown in 1607. By 1776, there were thirteen colonies. In addition to the British flag, some of them flew their own flags.

Activities • Read about the thirteen Colonies — where and when they were established, reasons for settlement, and so forth. Find pictures of their British flag and the individual flags; make the flags for the bulletin board. Add the stories of the Colonies and pictures of their flags to the project booklets under the heading, "The Colonies."

B. *Discuss: The United Colonies* • When the Colonies united in their rebellion against British rule, a flag was designated to represent them. This flag, variously known as the Cambridge Flag, the Grand Union Flag or the Great Union Flag, had seven red and six white stripes with the combined Crosses of St. George and St. Andrew in a canton with a blue field (Britain's Union Jack). It was first flown over George Washington's headquarters at Cambridge, Massachusetts, January 1, 1776.

Activities • Make the flag of the United Colonies for the bulletin board. Put a picture of it in the project booklets.

IV. Flags of the United States

A. *Discuss: The First American Flag* • Less than a year after the *Turn to page 99*

MY COUNTRY AND MY FLAG . . . THEIR STORY

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Declaration of Independence, the Continental Congress adopted the following resolution: "Resolved, That the Flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field representing a new constellation." The resolution did not prescribe how the stars were to be arranged, so in the beginning they were arranged in various ways, including a circle.

Activities • Read about the first flag, including the reasons sometimes given for putting the stars in a circle, and the legend of the making of the first flag. Put the story and pictures of the flag in the project booklets under the heading "Flags of the United States." Make a flag for the bulletin board.

B. *Discuss: Changes in the Flag* • The flag kept changing as new states joined the Union, until 1818 when Congress decided that the flag should have thirteen stripes (seven red, six white) and a star for each state. From then on, the only change in the flag was the addition of a star for each new state, to a present total of fifty.

Activities • In the project booklets, put a list of the fifty states, the dates they joined the Union and the circumstances under which they joined. Include pictures of the early flags. Make an outline of the major events in American history, including the Civil War, and draw pictures of the flags flown at the time.

C. *Discuss: The Flag Code* • At Washington in 1923, the National Conference adopted the Flag Code, and in 1942, Congress established this official set of rules for displaying and honoring the flag.

Activities • Put a list of the instructions on the use of the flag, as prescribed in the Code, in the project booklets.

V. State Flags

A. *Discuss: Our State Flag* • Our state, like all the other states, has its own flag.

Activities • Put a picture of your state flag in the project booklets under the heading "State Flags." Include a story of its adoption, its meaning and when and where it is flown.

VI. The American Flag in Word and Song

A. *Discuss* • Many songs, stories and poems have been written about the American Flag. The most notable of these is *The Star-Spangled Banner* written by Francis Scott Key during the War of 1812, and made our National Anthem in 1931.

Activities • Learn all the words of *The Star-Spangled Banner* and discuss their meaning. In the project booklets, under the heading "The American Flag in Word and Song," tell the story of the writing of the National Anthem and show a picture of the flag to which the author referred. Read other songs, stories and poems about the American Flag; list them in the project booklets; sing the songs; memorize a favorite poem.

VII. Culmination

A. Complete the project booklets by drawing an original picture or design for the cover. Display the booklets.

B. Compile a class booklet of original songs, stories and poems about the American Flag. Design a cover and display the booklet.

C. Present an assembly program.

1. Decorate the auditorium with flags of the explorers, Colonies and the United States.
2. Sing *The Star-Spangled Banner* and other songs about the American Flag.
3. Present a tableau of the explorers, in costume and carrying their flags.
4. Present an original play giving the highlights in the history of the American Flag.
5. Conclude with the Pledge of Allegiance to the Flag.

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By MAXWELL KUSHNER

The Birthday of Our Flag

The Cast:

The Flag
Speakers (*as many children as desired*)

Setting: *Children are seated on stage decorated with patriotic emblems and red, white and blue streamers. An American flag on a staff is downstage right. A child narrator takes the role of the Flag. He is concealed behind the curtain and speaks into the microphone in a sonorous, deliberate tone.*

The Flag: Hello, boys and girls. I am the Flag, the symbol of our great United States of America. I have waved over your school and watched you every day. I thought that since today is Flag Day—my 183rd birthday—some of the children might like to tell a little about me. Let's listen and hear what they have to say.

Speaker: The Flag stands for the hard work and sacrifice of Americans who have helped to make the United States one of the greatest powers in the world's history. The thirteen red and white stripes represent the thirteen original colonies. The forty-nine white stars on a blue field represent the union of the forty-nine states. Next month, there will be fifty stars, the new one representing our newest state, Hawaii.

Speaker: For over one hundred and fifty years, the Star-Spangled Banner has waved "o'er the land of the free and the home of the brave," the proud and sacred symbol of the freedom, equality, justice and humanity for which our country stands. The design with thirteen stripes, representing the thirteen colonies and a star for each state of the union dates from June 14, 1777, making it among the oldest national flags in existence.

Speaker: After the Declaration of Independence on July 4, 1776, the people needed a national flag to symbolize their unity and independence. The flag makers of 1777 left no records to tell why they chose red, white and blue for the colors of the Flag. In 1782, the colors of the Flag were made part of the newly designed Great Seal of the United States and the Department of State said the colors have the following meanings:

Speaker: Red stands for hardiness and courage. White is the symbol of purity and innocence. Blue is the color of vigilance, perseverance and justice.

Speaker: The Flag has many popular names. One of the most common of these is "The Stars and Stripes." Francis Scott Key gave the Flag a poetic name, "The Star-Spangled Banner."

Speaker: June 14th is an important date in American history, for it was on this day in 1777 that Congress passed the resolution adopting the design of the new Flag. This day is now observed throughout the United States as Flag Day.

The Flag: Yes, that is exactly what we are observing today at this school.

Speaker: Recites poem *A Song for the Flag* (by Dennis A. McCarthy, from *Pieces for Every Day the Schools Celebrate*, Noble & Noble Publishers, Inc., 67 Irving Place, New York 3, N. Y., 1949, $3.50).

All: Sing *Columbia, the Gem of the Ocean* (from *America Sings*, edited by Hugo Frey, Robbins Music Corp., 1540 Broadway, New York, N.Y., 60¢).

The Flag: I like that poem and that song very much.

Speaker: Waving triumphantly over Fort McHenry, amid the shots and shells raining down from a heavy British bombardment on September 14, 1814, our Flag of fifteen stars and stripes inspired Francis Scott Key to write *The Star-Spangled Banner*, America's national anthem.

Speaker: Because the Flag represents the United States and all the ideals of the United States, every American honors it as the highest symbol of his country. Every good citizen needs to know when to salute the Flag, how to display the Flag and rules about the Flag. Owning a Flag and displaying it at your home at the correct time and in the proper way are marks of respect to your country. In 1942, Congress established an official set of rules for displaying and honoring the Flag. These rules are called *The Flag Code*.

The Flag: It is important that the boys and girls know how to take care of me, honor me and respect me at all times.

Speaker: Congress set up penalties or punishments for persons who knowingly violate the Flag Code. These provide for fines up to $250.00 and jail sentences up to six months. Penalties for improper use or display of the Flag of the United States are also provided *Turn to page* 94

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by laws in each of the states and in the District of Columbia and Puerto Rico.

Speaker: When the national anthem, *The Star-Spangled Banner*, is played and the Flag is not displayed, all persons should stand and face toward the music. Persons in uniform should salute at the first note of the national anthem and keep this position until the last note. All others should stand at attention with men removing their hats. When the Flag is displayed, all persons present should face the Flag and salute.

Speaker: The Pledge of Allegiance has deep meaning for all Americans. Saying the Pledge is the traditional and accepted way for a person to state his loyalty and love for the United States and the Flag, and his belief in its democratic principles.

Speaker: The Flag may be mended, washed or dry-cleaned. When the Flag has become so badly soiled or ragged that it is no longer a fitting emblem for display, it should be destroyed privately in a dignified way, preferably by burning.

Speaker: The Flag stands for all that we hold dear—freedom, democracy, government of the people, by the people and for the people. When that democracy and that freedom and that government are in danger, then it is our duty to defend the Flag.

Speaker: Recites poem *The Flag Goes By* (by Henry Holcomb Bennett, from *Pieces for Every Day the Schools Celebrate*).

All: Sing *You're a Grand Old Flag* (George M. Cohan Music Publishing, Inc., 1776 Broadway, New York, N.Y., 60¢).

Speaker: With few exceptions, and weather permitting, the Flag should be displayed on all patriotic occasions and holidays; in or near every polling place on election days; on or near every schoolhouse during school days.

Speaker: The Flag should not be draped over the hood, top, sides or back of a vehicle or a railroad train or a boat.

Speaker: The Flag should never be used for advertising purposes in any manner whatsoever. It should not be embroidered on such articles as pillows or handkerchiefs.

Speaker: When the Flag is suspended over a sidewalk from a rope extending from a house to a pole at the sidewalk, the Flag should be hoisted out union first from the building.

Speaker: When a number of flags are grouped, displayed from staffs, the Flag of the United States should be in the center or at the highest point of the group.

Speaker: No disrespect should be shown to the Flag of the United States of America. The Flag should not be lowered to any person or thing. The Flag should never be used as a receptacle for receiving, holding, carrying or delivering anything.

Speaker: The Flag should never be displayed with the union down, except as a signal of distress.

Speaker: The Flag should never be used as a drapery of any sort whatsoever. It should never be fastened down, never drawn back in folds, but it should always be allowed to hang free.

Speaker: The Flag should never touch anything beneath it such as the ground, floor or merchandise.

Speaker: The Flag should not be displayed on a float in a parade except from a staff.

Speaker: The Flag should never be fastened, displayed, used or stored in such a manner as will permit it to be easily torn, soiled or damaged in any way.

The Flag: These rules aren't harsh, boys and girls, because I am what you make me and nothing more. I am the Constitution, the courts, the law, the armed forces and the freedoms we cherish.

Speaker: Recites poem *A Song for Flag Day* (by Lydia A. C. Ward, from *Pieces for Every Day the Schools Celebrate*).

All: Sing *Stars and Stripes Forever* (Hill and Range Songs, Inc., 1619 Broadway, New York, N. Y., 60¢).

The Flag: I've liked what I've heard very much. It makes me proud to be displayed here. I'm sure you will remember what you have learned today.

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BLOCK FROM WOODMEYER

By OVA L. COLEMAN, Elementary Teacher, Arvada, Colorado

A Study of the Flag

A resource unit

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This unit was planned to be used at any grade level, the teacher adapting the information and suggestions to fit her own situation.

Its purpose is to develop further an appreciation and understanding of the flag through its history, a broader meaning of what it stands for and the respect we as American citizens owe it.

Because February includes the birthdays of two well-known presidents we think of it as a patriotic month. Therefore, a study of the flag would be quite in keeping with the study of these men. It also makes an interesting end-of-the-year unit the last of May or first of June, just before Flag Day, June 14.

I. Objectives
- A. Knowledges
  1. History of flag and its meaning
  2. Correct form of using and displaying
  3. Pledge of Allegiance
- B. Attitudes and appreciations
  1. To make better citizens of our youth
  2. To instill respect due our flag
- C. Skills
  1. Reading: reference work
  2. Spelling: word list
  3. Language and literature
  4. Art (possibly including some arithmetic)
  5. Music

II. Procedure
- A. Motivation
  1. Arrange bulletin board (pictures, charts)
  2. Book display
  3. Filmstrips and slides
     a. "Our Country's Flag": primary and intermediate film
     b. "Story of Our Flag": elementary and junior high film
- B. Body of unit
  1. Questions and reference material for answering them
     a. Who made the first flag? When? Tell something about Betsy Ross's life. (Betsy Ross, 1776-1777)
     b. Describe the first flag. (13 white stars on a blue field, 6 white and 7 red stripes)
     c. What are some other names for the flag? (Star-Spangled Banner, Old Glory, The Stars and Stripes)
     d. What do the stars, colors and stripes stand for? (George Washington said, "We take the stars from heaven, the red from our mother country (England), separating it by white stripes, thus showing we have separated from her; and the white stripes . . . representing liberty." Red is for bravery and courage; white is for purity; blue is for truth and loyalty. A star for every state, every state a star. Thirteen stripes for the original thirteen colonies—later states.)
     e. When was our flag first adopted? What did it look like? (June 14, 1777, a date which we today celebrate as Flag Day. The 13 stars were in a circle on a blue field with 7 red and 6 white stripes.)
     f. What changes have been made since then? (In 1795 two stars and two stripes were added for Vermont and Kentucky. In 1818 a law was passed restoring the 13 stripes but providing for a new star to be added for each new state.)
  2. When to display the flag
     a. On appropriate national public or historical occasions of military, civil or religious nature—such as, Jan. 1, Feb. 12 and 22, May 30, June 14, July 4, Labor Day, Oct. 12, Nov. 11, Thanksgiving Day, Christmas Day
     b. On appropriate local occasions
  3. How to display the flag
     a. Not as part of a costume or dress
     b. Not draped over a vehicle or a float, but always on a staff
     c. Not carried flat but always aloft and free
     d. Without any emblem or object above the flag except the authorized head staffs
     e. No lettering of any kind on flag
     f. Not as any form of advertising nor with any advertising attached to pole or halyard from which flag is flown
     g. Bunting used only in decorative manner and arranged so that blue color is uppermost
     h. Upside down only when meant as recognized signal of distress
     i. Half-mast on special occasions
     j. Not displayed in inclement weather
     k. When hung in the front of a room, blue field in the upper, left-hand corner
     l. Flown after sundown only on special occasions
  4. Honoring the flag
     a. Permit no disrespect
     b. Never touching the ground, deck or water
     c. Never for purpose lacking in dignity and respect
     d. Treat flags of other nations with the same respect you give your own
  5. How and when to salute
     a. When hoisting or lowering flag or when it is passing in parade
     b. Women: right hand over heart
     c. Men: hat in right hand and held at left shoulder, hand over heart
     d. Men in uniform: hand salute
     e. Saluting passing flag: when flag is 5 or 6 paces away;

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held until flag has passed

6. Flag Ritual
   a. Pledge of Allegiance (right hand over heart), after the Color Guard, led by Captain, carries the flag to the front of the room: "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands; one nation under God, indivisible, with liberty and justice for all."
   b. The Color Guard made up of any number of children (2, 4, 6, etc.) with Captain, bugler or drummer and Honor Guards
   c. Questions asked by Captain and answered by Color Guard and pupils:
      Q. Why do we salute the flag?
      A. Because we desire to honor it.
      Q. Why do we honor it?
      A. Because it stands for liberty, justice and equal opportunities for all who live under its folds.
      Q. How can we best show our devotion to the flag?
      A. By becoming law-abiding and honest citizens of our country.
      Q. Who are the enemies of our flag?
      A. Every person who strikes at our flag by force of arms or by breaking the laws that are made to preserve our liberties. Those who violate a public trust are even more dangerous enemies than those who would openly fire upon the flag.
      Q. What are our duties as citizens?
      A. Always to defend the honor of the flag at the ballot box; never to buy or sell our votes, nor to permit the election laws to be broken if we can prevent it; not to remain silent if we know of any dishonesty in public affairs—and to put forth every effort for the punishment of those who are guilty of such crimes. Above all, to remember that we are American citizens whose duty it is to place the welfare of our nation above greed or ambition.
   d. Close by singing "America" or "America the Beautiful"

III. Integration
   A. Language, literature and reading
      1. Written or oral reports on questions
      2. Original poems and stories
      3. Choral readings
      4. Reading of appropriate poems
      5. "Oration on Makers of the Flag" —from the *World Book Encyclopedia*, Vol. F (middle or upper grades)
   B. Spelling (word list depends upon grade group)
   C. Art
      1. Booklets
         a. History
         b. Life of Betsy Ross
         c. Illustrations of poems

2. Patriotic posters
3. Make flag (paper chains)
4. Murals
5. Large pictures illustrating patriotic songs and poems
6. Appreciation lesson ("Old Lady Sewing Flag" by Norman Rockwell)

D. Music (songs)

IV. Tests

A. True or false:
1. There are thirteen horizontal stripes in the flag.
2. There are as many stars in the flag as there are states.
3. In a procession the United States flag should be carried on the marching right.
4. The flag has seven white stripes.
5. The stars in our flag have four points.
6. Patriotism means merely waving the flag of our country.
7. The blue field of the flag is in the upper right-hand corner when the flag is attached flat to the wall.
8. One should hoist the flag slowly and lower it briskly.
9. The flag should always be displayed upright and free, when carried.
10. Anyone may fly a flag after sundown.

B. Underline the phrase which correctly completes the statement:
1. When displaying flags of two or more countries they should be:
   a. flown from separate staffs of different heights
   b. flown from separate staffs of equal heights
   c. flown from the same staff only
2. When a flag is no longer in condition to be displayed it should be:
   a. thrown away
   b. destroyed in private
   c. used as a dust cloth
3. When displaying the flag flat at a speakers platform it should be:
   a. displayed behind and above the speaker.
   b. displayed in front of the speaker.
   c. displayed to the side of the speaker.
4. When the United States flag is displayed with state flags it should be:
   a. to the left of the group
   b. to the right of the group
   c. in the center of the group
5. When the flag is flown at half-mast it should be:
   a. hoisted directly to half-mast
   b. hoisted two-thirds of the way up then lowered to half-mast
   c. hoisted to the peak then lowered to half-mast

C. Write the correct word in each blank:
1. There are _____ stars in our flag.
2. The United States flag was adopted June 14, _____.
3. When saluting the flag a woman places her _____ hand over her heart.
4. A flag flown _____ _____ is recognized as a distress signal.
5. All persons in uniform should render the _____ salute.
6. Men not in uniform should salute the flag with _____ heads.
7. When a flag is suspended over an east-west street it should be hung vertically with the blue field to the _____.
8. The _____ in the flag is for bravery and courage.
9. The thirteen stripes represent the thirteen _____ _____.
10. The United States flag is often called _____ _____.

D. Yes or no:
1. Should we ever use the flag as drapery on a float?
2. Has the United States flag always had thirteen stripes?
3. When a flag is too worn to be used should it be privately destroyed?
4. Is Betsy Ross credited with making the first flag?
5. Is a flag flown at half-mast a recognized signal of distress?
6. Are flags often flown after sundown?
7. Is a flag ritual appropriate for opening exercises in schools?
8. Should the flag be flown in inclement weather?
9. Can we best show our respect for the flag by becoming honest and law-abiding citizens?
10. Should the flag be displayed in the schoolyard each day during the time school is in session?

Answers:
A. 1. T; 2. T; 3. T; 4. F; 5. F; 6. F; 7. F; 8. T; 9. T; 10. F.
B. 1. b; 2. b; 3. a; 4. c; 5. c.
C. 1. 48; 2. 1776; 3. right; 4. upside down; 5. hand (or military); 6. bared; 7. north; 8. red; 9. original colonies; 10. Old Glory.
D. 1. no; 2. no; 3. yes; 4. yes; 5. no; 6. no; 7. yes; 8. no; 9. yes; 10. yes.

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"Story of Our Flag"—10 min, b & w, sale or rent; Knowledge Builders, 625 Madison Ave., New York 22, N. Y.

Filmstrips: "The History of Our Flag," "The Story of Our National Anthem," "Flag Etiquette"—color, sale, Young America Films, Inc., 18 E. 41st St., New York 17, N. Y.

It is possible to get material concerning the flag from the United States Marine Corps and the United States Navy at the nearest recruiting office. The American Legion in any area will also furnish such information.

Ewing Galloway

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The Flag

By ELLA CUMMINGS

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A Unit for Primary Grades

RAT-A-TAT-TAT, up the street comes the parade. The children are playing soldier, and notice how proudly erect the flag bearer steps as the little drummer boy beats the drum.

We had just been memorizing Eugene Field's poem, "The Drum," at school and as I saw this group of children playing, it reminded me most forcibly of two lines in the poem which say:

"As up the street they come,
Wonderful is their noise"

It is not difficult to interest children in soldier life and our flag. Tell them the boyhood stories of Washington and picture him later as a leader of our Nation.

Love of country is illustrated in Washington's life and when our country was fighting for freedom, the people wanted a flag of their own to lead their soldiers on to victory. It was then that George Washington drew a picture of a flag and took his drawing to Betsy Ross.

These little stanzas from Bertha E. Bush's poem, "The First Flag," express our thought:

"His Request:
'O Mistress Betsy Ross,' he said,
With a bow polite as could be
'Will you not make a bonny flag
For our country and for me?'

Her Reply:
'I'll make you the finest flag I can,
Of red and white and blue.'
She threaded her needle and cut
her cloth,
O, every stripe was true."

The first flag was then made with its thirteen stripes, alternate red and white.

The Union was thirteen stars, white in a field of blue. With the admission of each new state into the Union, one additional star has been added to the union of the flag, until we now have forty-eight stars in the flag.

Minnesota is represented by the eighth star in the fourth row, or the thirty-second star in the flag.

Every flag is an emblem of something. It has a meaning all its own and no other flag stands for just the same thing.

This is the language of our flag. Red stands for bravery, white for purity and blue for truth.

We decided to make a large flag at school. We had a small one in our room but, of course, we wished for something we did not have, so we proceeded to make one.

THE PROJECT LESSON

Subject

Patriotism

Problem

To know and appreciate the origin and history of our flag

Project

Making an American Flag

Teacher's Aim

To have the children become better Americans through the study and construction of our flag

Children's Aim

To know and observe the flag

The flag is oblong in shape. Finding the difference in length and width

Handwork

Drawing horizontal stripes

Drawing a vertical flagstaff

Cutting red, white and blue material and sewing it in order to make the flag.

Songs

The Parade
America

Method of Procedure

The material of our flag is cambric.

We purchased a yard of red, a yard of white and one half yard of blue.

We then cut Betsy Ross stars from paper until we had a star in the proportion of our blue union. This union measured fourteen by fifteen inches.

The boys cut out the stars and the girls cut the stripes, making each stripe two inches wide. The different children sewed upon the flag, using French seams to join the stripes and the buttonhole stitch in joining the stars. The length of the flag when finished was thirty-four inches.

We use our flag for all our patriotic songs and exercises. Later in the year our room was presented with a silk flag but it never seemed as beautiful to the children as the one which they had made.

The following questions printed upon the cardboard were used for silent reading:

1. How many stars in the flag?
2. How many stripes?
3. What do the stripes represent?
4. What colors do we see in the flag?
5. How wide did you make each stripe?
6. What do the colors mean?
7. Who asked Betsy Ross to make our first flag?
8. What is our flag sometimes called?
9. When is Flag Day?
10. Which star in the flag represents Minnesota?
11. How long is the flag you have made?
12. How wide?

Recite a poem about the flag.

Give the flag salute.

Summary of work showing correlation of different subjects developed in connection with our lesson on the flag.

Reading

Silent reading questions on the lesson

Poems

The Drum, Eugene Field
The Flag Goes By, Henry H. Bennett

Language

Reproducing stories

Giving connective statements about the flag

Arithmetic

Measuring length and width of stripes

Each stripe was two inches wide and there were thirteen stripes. Finding the width of the flag

They used a yardstick in measuring the flagstaff and found it to be a yard and fourteen inches. Add to find the entire length of staff.

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OUR FLAG FLIES HIGH

by Helen Kitchell Evans and Frances Mann Benson

Hear the bu - gle, hear the drum As down the street the sol-diers come to - day.
See the flag that waves on high, Our great pa-rade goes march-ing by, Hur - ray!
We are glad red white and blue Mean hon - or, free-dom and real brave-ry, too,
We are proud our flag flies high And give our prayer for peace as it goes by.

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